DOCUMENT RESUME

ED 252 055 FL 014 706

TITLE Language for Travel Syllabus. Field Test.
INSTITUTION Chicago Board of Education, Ill.
PUB DATE 79
NOTE 29p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Communication Skills; Course Descriptions; Curriculum Guides; *Daily Living Skills; *Educational Objectives; Elementary Secondary Education; Foreign Countries; *Interpersonal Communication; Listening Skills; Public Schools; Reading Skills; *Second Language Instruction; Speech Skills; *Travel

ABSTRACT

The course outline for instruction in language use in foreign travel is not language- or culture-specific but provides a framework for teachers to develop language-specific courses and materials at any appropriate upper elementary or secondary level. Its general objectives are to generate sudent interest in travel, develop student communicative confidence, help achieve understanding and appreciation of another people's culture, and stimulate further foreign language interest. The outline provides a series of topical units covering trip planning, arrival, lodging, food, purchases, sightseeing, and emergencies. Each unit consists of a list of related subtopics that may be broad enough to develop into full units, a list of vocabulary areas, cultural subareas, and specific suggested activities to develop in the classroom. A sample lesson plan for the unit on purchases is included. (MSE)

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language for travel

SYLLABUS FOR LANGUAGE FOR TRAVEL

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Board of Education
City of Chicago

FIELD TEST

FL014706

SYLLABUS FOR

LANGUAGE FOR TRAVEL

FIELD TEST

JOSEPH P. HANNON

General Superintendent of Schools

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23F 01-85-050

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PREFACE

The goal of second language learning in the Chicago public schools is communication in the language. The skill of communication may be acquired via different approaches, one of which, Language for Travel, is offered in this syllabus.

This option in second language learning is intended for students in the regular sequence of foreign language instruction, as well as for students who prefer a short-term exposure to a second language with a specific focus.

The ever-shrinking world and the means of rapid transportation make travel a more distinct possibility for larger numbers of people. The ability to communicate in a language other than English enlarges and enhances these travel experiences. Even for students who do not anticipate travel in their future, learning a language through concrete situations can serve to motivate them to further study of the language.

ACKNOWLEDGMENT

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Sincere appreciation is extended to Norma Huizenga, Teacher, Fenger High School, for her efforts in the preparation of this publication.

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LANGUAGE FOR TRAVEL

THE SYLLABUS

The course titled Language for Travel was created in response to a need for a foreign language course different from the current foreign language offerings of the Chicago public schools. Because circumstances will vary greatly from school to school, the guidelines offered here are very general in nature and are intended only as a point of departure. It is hoped that each school will find this syllabus useful in constructing a Language for Travel course tailored to the particular needs of upper elementary or high school students.

THE STUDENTS

Perhaps the first task will be to determine who will be taking Language for Travel. Should the course be geared to the general student body or to the special student? Will the course serve students who are deficient in English language skills or who have been unsuccessful in the traditional foreign language class, or will it serve those who want an alternative to the traditional course or, perhaps, an additional kind of language course?

THE COURSE

It will also be necessary to determine the type of course needed with respect to the general school curriculum. Will it be a one-semester offering or a two-course sequence? Will it be a team teaching effort or not? Will only one language be used in a given course or will several languages be used? Will it be offered before, after, or instead of the regular language courses, or will a student be allowed to take Language for Travel and a traditional course concurrently? The only stipulation that might be made at this point is that Language for Travel not be counted as a segment of the traditional foreign language sequence.

PHILOSOPHY

As can be seen easily, there are many possible variations for this kind of course but, however different the answers to the above questions might be, a Language for Travel course should--

- Generate in the student an interest in visiting a foreign country
- Develop in the student a sense of confidence in his/her ability to communicate to some extent when in that country

. Help the student achieve an understanding and an appreciation of another people's culture

. Stimulate the student to further his/her knowledge of the foreign language.

GENERAL COMMENTS

Some points that the teacher might want to keep in mind as the course is being constructed and/or taught follow:

. The lessons should focus on the listening and speaking skills.

. Grammar, per se, should not be taught, but only cursory explanations of grammatical structures should be made when necessary.

. The reading skills need to be developed only to the extent that students are able to use menus, read signs, understand timetables, and the like.

. The primary function of writing in this course should be to reinforce audiolingual learnings and reading.

COURSE MATERIALS

Some teachers may find it desirable to set up a course following the format of a particular text. There are certainly many books of the language-for-travel type that are on the market today that lend themselves to this course. Other teachers may prefer to write their own materials, drawing from a variety of sources and using reproduced lessons in the classroom. Regardless of

which method is used, it may be useful to contact some of the following:

airline offices
consulates
cultural organizations
foreign tourist authorities
foreign trade services
travel agencies.

Organizations such as these generally will supply useful (and often free) pamphlets with just a visit or a phone call.

USE OF THE OUTLINE

In addition to the above guidelines, an outline divided into topical units is included in this syllabus. Each unit consists of related subtopics, vocabulary, culture, and suggested activities. In many cases, the related subtopics are subject areas which are broad enough to be developed easily into separate units, depending on the availability of time.

The vocabulary groups, some of which have been repeated in several units, are merely suggested possibilities. Which and/or how many groups are selected will be determined largely by how each unit is developed.

The culture sections contain details of culture and broad subject areas. The handling of this aspect will depend not only on how the units are developed but also on the particular language or languages being used in the course.

The selection of activities will be greatly dependent on the age level and ability level of the students. It might be noted that many of the activities are easily adapted to several of the units. In the final analysis, it should be understood that departures from the outline are both necessary and desirable.

Finally, several sample lesson plans have been included to show how a portion of one of the units may be handled.

TOPICAL UNITS

I. TRIP PLANNING

Outline of Content

A. Subtopics

1. Selection of transportation
2. Necessary documents
3. Immunizations
4. Packing
5. Geography
6. Itinerary

B. Vocabulary

1. Numbers
2. Greetings
3. Foreign names
4. Geographic terms
5. Expressions of weather
6. Clothing
7. Personal items
8. Luggage terms
9. Everyday expressions (yes, no, thank you, please)
10. Introductions
11. Currency

C. Culture

1. Geography
2. Climate
3. Centigrade temperature
4. Patterns of address

Suggested Activities

. Contact a travel agent for travel brochures.

. Visit a state tourist office or airline office and obtain travel pamphlets and/or road maps.

. Pack a suitcase and carry it all day at school (lesson in packing light). In class, unpack the suitcase, naming each item in the target language. This may also be done with a cigar box filled with magazine and newspaper pictures for simplicity.

. Get passport request forms from the post office and complete them. This may also be done with a simulated form.

. Compile a list of necessary clothing and personal items to be packed. Do this in the target language.

. Draw up an itinerary for a projected trip.

. Obtain and learn the names of the currency used in the country. Use newspaper and magazine advertisements to learn the "purchase power" of the currency.

. Make a detailed cost estimate of a projected trip.

. Find pertinent articles in the travel sections of the newspapers and bring them to class.

. Talk to someone who travels and ask for a travel tip. Bring this tip to class so that the class may compile a list.

. Draw a map of the country showing surrounding countries and/or bodies of water, major cities (indicate capital), major mountain ranges, rivers, and/or lakes.

II. ARRIVAL

Outline of Content

A. Subtopics

1. Transportation

a. Car rental
b. Train
c. Subway
d. Bus, local and long distance
e. Taxi
f. Ship
g. Airplane

2. Customs

3. Money exchange

B. Vocabulary

1. Types of transportation

2. Names of vehicles

3. Related buildings

4. Related occupations

5. Expressions of time

6. Numbers

7. Expressions for asking directions

C. Culture

1. Customs procedures

2. Courtesy patterns

3. Street signs

4. Differences involving time

5. Metric system (distance)

6. Monetary system

Suggested Activities

- Visit the international section of an airport.
- Stage a skit of going through customs in the target language.
- Using a subway map or a map of bus routes, go from one point to another. What trains or buses would be the ones to take? National tourist offices often can provide small maps of this sort for the major cities.
- Label picture clippings from newspapers and magazines to illustrate vocabulary learned in class.
- Given the cost of fares in American currency, determine the amount in the foreign currency.

III. LODGINGS

Outline of Content

A. Subtopics

1. Types of hotels
2. School-related lodgings, such as university dormitories
3. Special youth accommodations
4. Lodgings with families

B. Vocabulary

1. Names of buildings
2. Rooms of a house
3. Furniture items
4. Household articles
5. Family members
6. Days of the week

C. Culture

1. Types of lodgings
2. Family life
3. Educational patterns
4. Tipping

Suggested Activities

- Stage a skit requesting a hotel room.
- Draw, or make from magazine pictures, a picture of a hotel room and tell the class the names of the furnishings.
- Compile a picture dictionary of vocabulary learned in this unit.
- If doll house furnishings are available, the students may follow the instructions of the teacher; for example, "Put the chair in front of the bed."
- In response to a statement made by the teacher about anything in the house, the students tell whether the statements are true or false.

IV. FOOD

Outline of Content

A. Subtopics

1. Restaurants
2. Food stores

B. Vocabulary

1. Names of meals
2. Names of eating utensils
3. Names of foods
4. Names of beverages
5. Preparation methods (fried, baked)
6. Names of stores

C. Culture

1. Cuisine
2. Eating patterns
3. Tipping
4. Metric equivalents
5. Shopping habits

Suggested Activities

. Compile a picture dictionary of terms related to foods.

. Prepare a foreign meal or dish.

. Distribute some reproduced menus and order a meal in the target language.

. While the teacher acts out a scene in pantomime, students may describe what the teacher in doing.

. Stage a skit on ordering a meal in a restaurant.

. Make a menu for a full day.

. Collect a list of foreign words or expressions from American menus or cookbooks.

V. PURCHASES

Outline of Content

A. Subtopics

1. Food (See Unit IV.)
2. Clothing
3. Souvenirs
4. Specialty stores
5. Services
   a. Banks
   b. Post office (telephone, telegraph)
   c. Laundry, cleaners

B. Vocabulary

1. Names of stores
2. Clothing
3. Colors
4. Names of products
5. Names of services
6. Souvenir-type items
7. Personal items

C. Culture

1. Normal store hours
2. Monetary system (See Units I and II.)
3. Specialties (products) of the country
4. Size equivalents (clothing, shoes)
5. Open markets
6. Bargaining
7. Customs regarding touching merchandise

Suggested Activities

- Make a mixed media collage of the specialties of the country.
- Act out the roles of a buyer and a seller.
- Make a color chart with labels in the target language.
- Using a sheet of sketches of items of clothing, the students will follow the target language instructions of the teacher to color items (color the skirt red).
- Given the prices of various items, determine the costs in American currency.
- Describe what someone is wearing; include colors.
- When the teacher names an article or a service, the student will name the appropriate store or location of the service.

VI. SIGHTSEEING

Outline of Content

A. Subtopics

1. Geography (See Unit I.)
2. Monuments
3. Sports
4. Amusements
5. Holidays

B. Vocabulary

1. Photography-related terms
2. Expressions of weather
3. Names of sports
4. Names of amusement places
5. Types of recreation
6. City terms
7. Games

C. Culture

1. Religious observances
2. Holiday customs
3. Special sports events
4. Famous churches, museums, monuments

Suggested Activities

- Create a bulletin board with magazine pictures of famous things to see in the target country.
- Place pictures of monuments in a box. Choose a picture; name it and describe it.
- Make foreign greeting cards for given holidays.
- Label location of certain famous sites on a map of a city in the target country.
- Draw up a three-day itinerary for a given city.
- Collect and label pictures of various sports and games.

VII. EMERGENCIES

Outline of Content

A. Subtopics

1. Police
2. Medical emergencies
3. Political emergencies
4. Automobile emergencies

B. Vocabulary

1. Names of occupations
2. Health terms
3. Expressions of problems ("I'm lost." "I'm sick.")
4. Parts of the body
5. Names of illnesses
6. Names of facilities
7. Names of services

C. Culture

1. Views toward illness
2. Home remedies

Suggested Activities

. Using a sketch of a human body, label the parts in the target language.

. One student will describe an emergency; another student will enumerate steps to solve the problem.

. Act out a medical emergency.

. Make a list of useful emergency telephone numbers, along with the names of the related offices/services.

. Role-play a minor traffic accident.

SAMPLE UNIT: PURCHASES

LESSON: AT THE CLOTHING STORE

Time: 4-5 Class Periods

Objectives

The students will--

- Answer questions which pertain to the vocabulary of the unit.
- Respond correctly to questions in the following patterns:

  How much is...?
  What color is...?
  How does...look?

- Correctly pronounce the terms and expressions in the dialogue and vocabulary.
- Give individual sizes in the target culture for various clothing items.
- Determine the approximate costs in American terms when given costs using the foreign system.

Teaching Strategies

Daily Activities

The students will--

- Listen to and repeat dialogue and vocabulary.
- Identify pictures of items of clothing.
- Answer questions on the dialogue or taken from the vocabulary.

Other Activities

The students will--

. Substitute color names in an English cue drill.

. Work with specified pronunciation problems (problems will vary with the language).

. In twos, act out the lesson's dialogue, making the following changes: items of clothing, size, color, the expression "It's too..." and price.

. Ask each other (and answer) the following:

What size...do you wear?
I take a...."

. While using equivalent charts on reproduced sheets, students will be given copies of the following dialogue and items of vocabulary.

Dialogue

Buyer:	I would like to buy a blouse.
Seller:	What size do you wear?
Buyer:	I take a 12.
Seller:	Here's a nice black one.
Buyer:	No, it's too dark. How much is this yellow one?
Seller:	Twenty-two dollars.
Buyer:	That's fine. I'll take it.

Vocabulary

clothing	color	It's too big.
coat	black	... dark.
dress	blue	... expensive.
hat	brown	... light.
jacket	green	... long.
pants	red	... short.
shirt	white	... tight.
shoes	yellow	
skirt		
stockings		
sweater		

Useful Questions

. How much is this?
. What color do you have?
. How does it look?
. May I try it on?

Useful Statements

. It looks good on me.
. Something less expensive, please.
. I'm just looking.
. I don't want anything.

Charts of equivalent sizes for clothing and shoes.